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after-school program	self-image	teacher activities	faculty role	teacher growth

17. ABSTRACT (MAX. 250 WORDS)

A teacher questionnaire evaluated the project. Results showed that the in-service program for teachers, the bookmobile, Saturday trips, assembly speakers, and the after-school program received the greatest recognition. All teachers showed a positive attitude toward the project, as well as an intensive commitment to the pupils.

Some of the activities to raise the achievement and cultural level of the children were the Language Arts Program, the Arithmetic Program, consultative service, and follow-up experiences. Outside the classroom, activities such as assemblies, Book Fairs, art displays, and after school activities were utilized. Saturday enrichment and summer programs were used. To help the child create a more positive image of himself, outstanding Negroes were invited to school assemblies, more recognition was given to the pupils' work, and parents were encouraged to view their children as worthy and capable of achieving.

Teachers should be kept informed and involved through establishing a special bulletin board, giving more teachers specific responsibilities on committees, and disseminating more information about activities. Teacher morale and interpersonal relationships would be improved and the instructional level raised by making more help and materials available.

Activities involving parents and the community should attempt to increase parental responsibility, obtain wider participation and interest in school affairs, and help parents comprehend the potential and educational problems of their children.

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GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

SCHOOL DISTRICT OF PHILADELPHIA

HIGH ROADS PROJECT

Recapitulation and Prospects

1963 — 1964

PAUL LAURENCE DUNBAR SCHOOL
12th St. North of Columbia Avenue
Philadelphia 22, Pa.

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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REPORTS - "HIGH ROADS" COMMITTEES

During the school year 1962 - 63 the three (3) High Roads Committees played a significant role in the "on-going" process of the "High Roads" Project. Meeting at frequent intervals on their own and school time, these committees assumed the major responsibility for the creation and implementation of many activities involving pupils, teachers and parents.

From May through the end of the school year, the committees listed and evaluated their own activities as well as many others in the area of their involvement (Pupils, Teachers, Parents). To this work they gave careful consideration to results, modifications and recommendations.

At the end of the school year each committee (in a special faculty meeting) submitted a report of its work, evaluation, and recommendations. Also, each committee submitted a written report for the guidance of the summer planners.

Since the "heart" of their work is incorporated into the main body of this report and since all of the faculty is familiar with their work, findings and recommendations, the reporoduction of the reports was felt to be superfluous. However, recognition and a note of gratitude is hereby recorded for the committees and the excellent work performed.

TEACHERS QUESTIONNAIRE (JUNE 1963)

Design and Purpose

A written objective - essay type of questionnaire consisting of four (4) questions was issued to members of the faculty in the early part of June 1963. This instrument was designed to probe the feelings of the individual teachers toward the various activities of the High Roads Project.

To encourage total conscientious participation the number of questions and the amount of work involved was purposely limited. Also to prevent "suggestion" and skewing of answers, activities that comprise the Project were not listed; the designers of the questionnaire were anxious to determine which activities (positively and negatively) were uppermost in the teachers' minds.

In addition to its evaluation aspect the questionnaire provided for individual recommendations for modifying or supplementing the Project. It should be noted that the collective reports of the three (3) High Roads Committees also provided information for present evaluation and future planning.

Results

One of the most significant and satisfying results of the questionnaire was the fact that every aspect of the Project received at least one or more favorable comment. The response to the question "List the five (5) activities of the "High Roads" Project which you feel have been the most valuable", resulted in the following activities and services receiving the greatest recognition, in order of their popularity:

1. In-service Program for Teachers
2. Bookmobile
3. Saturday Trips
4. Assembly Speakers
5. After-School Program (General)
6. After-School Reading
7. Language Lab.
8. Home & School Community Co-ordinator
9. Book Fair
10. Art Displays

In analyzing the popularity of activities the following factors and items must be borne in mind:

1. Newness (activities initiated this year have advantage over older ones)
2. The number of teachers and classes directly involved
3. Relation of teacher to activity
4. Time (continuous or more recent activities are easier to recall)
5. Some teachers mentioned only a specific phase or part of an activity.

Another noteworthy and satisfying result was that none of the teachers suggested the elimination of any of the programs of the Project. To the second question "Which activities should be modified or eliminated?" a number of thoughtful and constructive modifications were submitted. These suggestions along with the recommendations of the "High Roads" Committees have been incorporated into the 1963 - 64 school plans.

Question number three solicited recommendations for additional or new activities. To this point teachers replied with a number of items which have been collated and studied. Those having possibility of immediate implementation will be included in the future plans.

"What are the greatest problems of our Dunbar pupils" was Question number four which provoked a wide variety of answers. In winnowing the replies, the teachers' remarks could be categorized as follows:

Behavior

Health

Parents and Environment

Although many of the already planned Project activities are designed for the relief or modification of these problems, several well structured faculty meetings directed at the identification and elimination of these problems should be helpful.

Summary

In summary, the Teachers' Questionnaires provided the summer '63 planners with many valuable ideas and information. Likewise it was most heartening to note the following generalizations:

1. The positive attitude of all teachers toward the Project.
   (In comparison with past questionnaires the answers denoted a greater acceptance and dedication).

2. The intensive commitment to the pupils and the Project.
   (The thoughtful replies to the Questionnaire indicated a deep concern for the well-being of the pupils and the continuance of successful practices inherent in the Project).

DUNBAR HIGH ROADS PROJECT

RECAPITULATION AND PROSPECTS

September 1962 - June 1964

I. Activities Involving Children

A. To raise the achievement and cultural level of the children

1. In the classroom

a. Maximum utilization of ideas, techniques, and materials emanating from the Language Arts Program

b. Maximum utilization of ideas, techniques, and materials emanating from the Arithmetic Program

c. Maximum utilization of ideas, techniques and materials emanating from consultative services (supervisors, collaborators, consulting teachers)

d. Maximum utilization of ideas, techniques, and materials available within the school (TV, sound projector, tape recorder, recordings, circulating art work, books, opaque projector, filmstrips, instructional guides, etc.)

e. Consistent follow-up of experiences children have outside of the classroom.

f. Motivation of children and parents so that they take full advantage of cultural and intellectual opportunities offered by the project.

g. Maximum utilization of the classroom as a learning laboratory.

(1) Visual materials
(2) Discussion techniques to develop verbal facility
(3) Opportunities for written expression
(4) Classroom climate
(Not too rigid - imposed)
(Not too relaxed - chaos)
(Work centered - self-control)
(5) Stimulation of creativity

2. Outside the classroom

a. Assemblies

(1) Greater pupil participation
(2) Greater utilization of quiz programs (College Bowl, Information Please). Give children opportunities to organize, recall, and display their knowledge. Make the acquisition of information a highly desirable activity.

(3) Continue and expand the special program series - meet the author, poet, musician, artist, architect, etc.

(4) Consistent follow-up of High Roads Heroes

(5) Regular reference to events depicted on the "We Climb Together Bulletin Board."

(6) Utilization of many opportunities to develop moral and spiritual values through assembly programs.

(7) Invite more musical groups and acting groups to assemblies.

(8) Careful analysis of all assembly activities to be sure they contribute to the accomplishment of the goals of the High Roads Project. (Avoid the tedious repetition of the songs the children already know. Introduce new material representing a wide range of appeal.)

(9) Continue and expand junior career conferences.

b. School-wide Activities

(1) Continue and expand Book Fair
(2) Provide more opportunities for the display of childrens' art work (in the halls, clothesline exhibits)
(3) Continue and expand annual Science Fair
(4) Publish Dunbar Magazine - displaying literary accomplishment of children
(5) Full utilization of the contribution the Christmas Program and Play Day can make to the achievement of High Roads goals.
(6) Continue and intensify drive to have children speak in sentences
(7) Continue and intensify program to make homework a valuable education experience for children
(8) Continue program to have every child carry a book home every day.

3. After School

a. Continue and expand the following activities

(1) Cooking
(2) Science
(3) Art
(4) Dramatics
(5) Charm
(6) Choral
(7) Foreign Language
(8) Literature enrichment (for young children)
(9) Handicraft
(10) Arithmetic
(11) Reading

(12) Homemaking
(13) Organ
(14) Sewing
(15) Music Appreciation
(16) Bell Ensemble
(17) Girl Scouts
(18) Gra -l' Y" Club
(19) Cub Scouts
(20) Choral Speaking
(21) Recreational Reading
(22) Homework and Study

b. Initiate the following activities

(1) Knitting
(2) First Aid
(3) Folk Dancing
(4) Forum Group (discussion group)
(5) Rhythm Orchestra (for young children)
(6) Instrumental Music Instruction
(7) Voice Class (proper use of speaking voice)
(8) Ballet Dancing

4. Saturday Trips

a. Prepare fact sheets on each trip - Include suggestions for follow-up, concepts to be developed - new vocabulary, etc.

b. Select children to insure broad participation.

c. Utilize fully possible contributions this activity can make to development of verbal facility - oral and written.

5. Summer enrichment program

a. Help parents and children see the value of these experiences

b. Provide opportunities for children to discuss and write about their experiences.

c. Continue and expand program (Suggestions of places to visit by faculty are requested)

PLACES VISITED SUMMER - 1963

June 29	Playhouse in the Park - Play - "Peter Rabbit"
July 1	Navy Yard Tour
July 2	Playhouse in the Park - Play - "Annie Oakley"
July 3	Police Academy
July 9	Food Distribution Center
July 10	Robin Hood Dell
July 11	Art Museum
July 15	Bartram Gardens
July 17	Robin Hood Dell
July 18	S.P.C.A.
July 23	Post Office & Bulletin Building
July 25	Sealtest Dairy
July 30	Playhouse in the Park - Play - "Sing A Song of Sixpence"

B. To develop better child to child relationships and teacher to pupil relationships

1. Broaden "Big Brother" technique to include a larger number of problem youngsters

2. Consider carefully the kind of program that will make maximum utilization of the potential contribution of the Student Council

3. Emphasize the value and the necessity of cooperating fully with the Dunbar Code of Behavior

4. Continue and improve the socialized recess program and the activities in the yard before school.

5. Encourage greater faculty participation in the after-school program

6. Lead children to an appreciation of every teacher's responsibility for every child in the school.

7. Avoid the development of the feeling that we are the "untouchables" among the classes at Dunbar.

8. Spot incipient fights and settle the problem before the children leave the building.

9. Eliminate the borrowing of pupil owned school supplies among the children

10. Avoid situations where children are required to report each other for misbehavior.

11. Clearly fix responsibility for classroom chores.

12. Use tags when children leave the classroom

13. Large groups of children moving about the building should be escorted by the teacher.

C. To broaden the area of pupil participation in school and community services

1. Improve system for using upper grade pupils as school helpers (children with highest potential should not always be utilized to run errands)

2. Continue and expand the work of the Fire Squad (work might also include responsibility for sanitation)

3. Initiate project which will give older children an opportunity of working with handicapped hospitalized children.

4. Encourage pupil participation in worth while community activities (Church, Boys' Club, YW and YMCA, etc.)

5. Initiate a program to make children aware of many opportunites for service in the school and community.

6. Continue and expand Dunbar participation in Junior Red Cross activities.

D. To help the child construct a more positive image of himself

1. Enlarge program of inviting outstanding Negroes to school assemblies.

2. Augment "High Roads Heroes" bulletin board with special emphasis of follow-up in the classroom and in assembly

3. Provide more opportunities for the recognition of pupils' work.

4. Continue good grooming program.

5. Stress program to develop high standards of decorum in school, community, and home.

6. Continue school-wide emphasis upon accenting the positive in dealing with children

7. Activate monthly recognition of birthdays in lower grade assemblies

8. Help children improve sense of personal worth by indicating their increment of growth in school subjects.

9. Continually stress the opportunities that are available to those who stay in school and prepare themselves

10. Capitalize upon the role of the teacher as a model for the children

11. Encourage parents to view their children as worthy and capable of achieving. Stress the importance of study and staying in school.

12. Provide many opportunities for children to demonstrate what they have learned - to teachers, other classes, assembly, parents, principal, etc.

13. Fill in the facts that the history books have omitted concerning the contributions of Negroes to the development of our country

14. Use extrinsic rewards judiciously

15. Make full use of intrinsic rewards

16. Use blame judiciously

17. Make full use of public and private approbation

18. Continue and expand the program to recognize outstanding work of service personnel (Patrol Boy of the Month)

19. Expand the idea of using the "comment" section of the Progress Record for noting positive items (service, outstanding, contribution, progress) as well as constructive criticism

20. Provide each child with an opportunity to meet success during the course of the school day.

21. Continue to locate and note some area of talent or accomplishment for each pupil.

E. To improve the health, safety, and physical appearance of the children

1. Continue school monthly emphasis on some area of health and safety. (i.e. Sept. - Personal Cleanliness
- Safest Route to School

Oct. - Correction of Defects
- Crossing at Corners)

2. Encourage more girls to join the after-school Charm Club.

3. Sponsor a school annual fashion show

4. Increase the emphasis on good posture for walking, standing and sitting.

5. Continue the emphasis on physical fitness and make available to pupils and parents written results and improvements.

6. Improve the role of the Safety Patrol Boys and Girl Guides through more extensive preparation and training

7. Continue the Lunch Program for pupils living out of the school community and hardship cases

8. Repeat the annual emphasis on physical growth and good health habits through "Operation H - W".

9. Refine the Socialized Recess Program to insure greater meaningful participation by all pupils.

F. To help children improve in the area of character development

1. Continue to invite outstanding Negroes and others as assembly speakers. Request that some of these people direct their remarks to specific areas of character development.

2. Encourage assembly leaders and classroom teachers to utilize opportunities for talks and discussions on items of positive character development.

3. Enlarge the theme of "Americanism" and acceptable procedures of protest

4. Make the 1963 Flag Day Program an annual observance for the promotion of good citizenship

5. Utilize the school's male teachers plus outside men to work with upper grade boys in group activities. To provide a male image in an informal friendly atmosphere.

6. Encourage wider use of "role playing", group therapy, and other techniques to teach pupils acceptable behavior and responses to situations and problems.

7. Encourage children to "think" before they act.

8. Help pupils with their problems by wider use of the materials of the A.B.C. Book Co.

9. Implement the new school "Code of Behavior" through specific school and class activities.

10. Purchase and sell a new supply of inexpensive large school buttons that highlight good school and community citizenship.

G. To provide opportuniti es for children to know and work with various racial religious and ethnic groups.

1. Inter school and inter class visitation for all Dunbar children. Extend program of inviting children of other schools (and other groups) to visit Dunbar.

2. Continue to accept observers and student teachers from Temple University.

3. Hold a conference of student council leaders of the project schools.

4. Include people of other groups in the special assembly programs.

5. Continue the program of involving Future Teachers of America from Kensington High School in the "High Roads" project.

6. Increase the number of interracial summer camp experiences for Dunbar pupils.

7. Encourage pupils to participate in city wide activities that afford opportunities to meet and know people of other groups (i.e. -Boy Scouts, Girl Scouts, Elementary School Boys Chorus, Art classes)

8. Continue to stress positive intergroup relations through the "We Climb Together" Bulletin board, assembly, and class talks.

9. Utilize people of other groups in the Dunbar After-School Program.

10. Encourage community people of other groups to visit the school and participate in school-community projects.

11. Provide more opportunities for musical groups and talented pupils to visit and perform at other schools.

12. Initiate a program of having Dunbar pupils working in some area (music, folk dancing, handicraft) with pupils of another group.

13. Encourage teachers and student teachers to seek positions at Dunbar and other project schools.

14. Initiate a program among the children to develop wholesome attitudes and forms of behavior towards merchants and other individuals who are members of other racial, religious, and ethnic groups. (This includes Temple students, policemen, workers, and salesmen, etc.)

II. Activities Involving Teachers

A. To keep the faculty informed and involved in order to secure acceptance and maximum cooperation

1. Continue the past practice of sharing with the faculty the evaluation of the previous year (September '62 to June '63) and the plans for the new school year (1963-1964) early in September 1963

2. Establish a special bulletin board to highlight the various activities of the Great Cities Schools Improvement Program plus related informative or inspirational materials.

3. Increase the role of the "Team" as an instrument for the implementation of the school project

4. Realign the committees to provide more teachers with specific responsibilities and a more active role in the project.

5. Disseminate information regarding activities and plans through the Daily Bulletin, Team meetings and faculty meetings.

B. To raise teacher morale and to improve interpersonal relationships

1. Reduce the number of faculty meetings involving outsiders in favor of more "family" meetings.

2. Continue to limit the number of luncheon meetings.

3. Utilize the Daily Bulletin and other techniques to keep class interruptions at a minimum.

4. Initiate the Mental Health Seminar recommended by Teachers' Committee (survey indicated that at least 15 teachers would be interested in this activity)

5. Continue to stress the importance of positive inter-personal relationships and the assumption of individual responsibilities as critical factors in the assurance of implementation of the project.

6. Promote fellowship and morale through programs and activities of the Social and Welfare Committee.

C. To raise the instructional level - to make available more help and materials for teachers

1. Continue the teachers' self-evaluation program coupled with principal conferences.

2. Analyze and discuss the school philosophy in terms of the teacher's role and relationship to the pupils.

3. Relocate the reference center of professional books and magazines and add to the collection.

4. Disseminate information concerning successful new and old methods and techniques through the special bulletin board, Daily Bulletin and meetings.

5. Utilize the new Arithmetic Co-ordinator to improve teacher knowledge and skills.

6. Continue the in-service and other programs of teacher education in language arts, arithmetic, social studies, science, music and art.

7. Initiate a Team Teaching program involving selected second floor classes.

8. Obtain additional books, materials and equipment to improve classroom instruction

9. Utilize science coordinator to improve the quality of science teaching throughout the school.

10. Continue and expand the work of the Primary Reading Committee

11. Continue and expand the use of educational TV to supplement the instructional program

12. Make more extensive use of audio-visual materials to supplement the instructional program.

13. Make more effective use of the Professional Committee to improve the instructional program of the school.

14. Make more effective use of the educational resources of the local community.

D. To make maximum use of the talents of the faculty

1. Continue the use of the large number of teachers in the After-School Program and encourage the participation of others.

2. Initiate the Team Teaching program.

3. Encourage a wider use of teacher talents in the preparation and execution of the assembly programs and evening meeting.

E. To provide opportunities for teachers to know and work with various racial, religious and ethnic groups

1. Continue and enlarge the special activity of teachers and parents visiting community "houses of worship".

2. Arrange for faculty to share a project or special interest with another faculty (not all colored) through a series of meetings.

3. Devote some time and attention to the study and implementation of the new Human Relations Guide.

4. Encourage teachers to locate and bring to school pictures,news and magazine articles which foster positive intergroup relations (items to be used on "We Climb Together" bulletin board.

5. Place in reference center books, magazines, and other materials relating to positive intergroup attitudes and education.

III. Activities Involving Parents and Community

A. To increase parental responsibility

1. Delineate through personal contact and letters specific areas requiring parental activity

2. Continue and enlarge the role and organization of the Parents Health Committee

3. Involve parents in the school implementation of the new Code of Behavior

4. Encourage parents to assume the major responsibilities for initiating and executing special school programs
   Parents Talent Night
   Hot Dog Sales

5. Continue parent escort service

6. Enlarge and expand the activities of the Dunbar Health Council

7. Utilize community people in the assemblies

B. To obtain wider participation and interest in school affairs

1. Disseminate information about all school activities through flyers, posters, school magazine and letters.

   Initiate a periodic written communication (magazine, paper, etc.) to provide parents with past, present and future facts about school and related activities.

2. Continue and expand the work of the Home and School Co-ordinator in a campaign to attract more parents into active roles in school affairs.

3. Solicit additional parents and community people for active participation in the Parents Health Committee, Home and School Association, Health Council and Block Commanders Organization

4. Continue the use of parents as sponsors and instructors in the After School Program.

5. Encourage additional parents to work with the Lunch Program.

6. Principal and Home and School Coordinator to visit people and organizations in the new area resulting from the extension of the southern school boundary.

C. To interest more parents in the learning potential and educational problems of their children

1. Continue Parent-Teacher Conferences following issuance of report cards
   Involve pupil in part of conference.

2. Encourage parents to visit school more frequently for observation and special interviews

3. Inform parents of current educationalprocedures and practices through the American Education Week Program and special group meetings through-out the school year.

4. Initiate a monthly forum to discuss educational and related problems of the pupils

5. Continue and enlarge the 'Spring Round-Up' of parents with children who are new to the school.

D. To acquaint parents with the many school services and community services

1. Revise and reissue the school handbook listing services and other pertinent information for parents and community people.

2. Initiate a new survey of community facilities and services and publish information.

3. Continue to aid and guide parents through the services of the counselor, Health Co-ordinator, Home and School Co-ordinator and other personnel.

4. Encourage parents to use the Bookmobile.

E. To prepare parents for and make them aware of the opportunities inherent in the High Roads Project

1. Continue policy of inviting parents to share "High Roads" experiences with their children.

2. Utilize Home and School Co-ordinator, Block Commander and others to keepparents informed of the many opportunities made possible through the project.

3. Invite parents to special assembly programs that highlight the various objectives of the project.

4. Issue the school magazine in early September '63.

F. To foster better parent-teacher relationships

1. Continue program of parents and teachers visiting places of interest

1962-63 - Aquarama, New York City
1963-64 - Aquarama, Washington, D.C.

2. Continue program of visiting churches in the school-community

3. Provide a special luncheon for parents to be prepared and served by teachers (suggested by the faculty committee that is interested in parental involvement in the project)

4. Publicize among parents the extra work and acts of Dunbar teachers (with or without names)

G. To initiate a program of parental education

1. Continue the instructional and informative activities of the Parents Health Committee
2. Create adult groups catering to special interest (music, art, sewing, etc.)
3. Continue educational tours and excursions
4. Utilize Home and School meetings for the purpose of parental education
5. Secure parental help in bringing the Community Resources Survey up-to-date.
6. Secure wider participation in training program for Den Mothers.
7. Secure greater parents participation in the Girl Scout Program.

H. To provide opportunities for parents to know and work with various racial religious and ethnic groups.

1. Continue program started with American Society of Friends
2. Initiate with the Home and School Association of another school (not all colored) a special project involving parents in the pursuit of a common objective involving a series of meetings, workshops etc.
3. Have parents participate in the new Community Survey
4. Have parents accompany performing groups as they visit other schools.
5. Have parents accompany classes which take part in the inter-visitation program.
6. Organize an adult chorus with the possibility of the participation of other racial groups as an objective.
7. Investigate the possibility of conducting a program with the Fellowship House.

I. To inform and interest the community in the school and its special activities

1. Encourage more community people to visit school and participate in school affairs
2. Inform community of school activities and plans through school and local
3. Increase the amount of publicity relating to school activities.

4. Initiate a Home and School Association Award for the individual organization, church, and/or business which has contributed most to the accomplishment of the aims of the High Roads Project.

5. Find unique and essential ways for the community organizations and individuals to serve the school.